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See legend, page 173

Featuring—The FFA Program

The Agricultural Education Magazine



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Editorials

Appearance Counts

BYRON J. McMAHON, Chief, Bureau of Agricultural Education, California.

It has been my pleasure to have been associated with the Future Farmers of America organization as an adviser continuously since it was set up on a national level. During that time I have observed that the Future Farmers of America have developed an understandable and justifiable pride in their organization, which now numbers around a half million of the nation's most progressive and ambitious farm youth. Individually and collectively, the accomplishments and honors of the FFA are astonishing and convincing. But do we always present our "best side" in our public contacts?

A very considerable percentage of Future Farmers participate in one or more fairs or livestock shows. These are public events for education and display. How do our Future Farmers appear in these shows, before millions of persons, many not farm folks?

In too many cases, the appearance of the showman is somewhat less attractive than the appearance of his animal. Many a boy will spend hours grooming, washing, curling, polishing, blocking and trimming. The boy, with his fine-looking animal, will appear in the show ring dressed in dirty overalls, rubber boots, a slouch hat, old shirt with tails flying in the breeze, and so on.

To many teen-age boys, to be clean around animals is to be "sissy." That attitude in the barnyard is perhaps excusable. The show ring isn't the barnyard. It's a display before the public—a critical public. There is just exactly as much reason for the showman to be looking his best as for the animal to be groomed to a "finish."

Don't say it can't be done, for it can and has. In one state with an FFA membership of more than 12,000, with more than 70 county and district fairs in which Future Farmers participate extensively in their own FFA division, *every boy* appears in the show ring in white trousers and shirt, with an FFA emblem on his shirt and an FFA official tie or FFA jacket. The only deviation is occasionally where a boy has several entries and has to get additional help to show the animals. This practice is being straightened out by the Chapter buying some extra white trousers and shirts for the "helpers."

What is happening in your state? Perhaps you haven't given this any thought. Maybe you have considered whatever the boys happened to wear was "good enough" for the show ring. Then the press photographer comes along, even a live "telecast." Thousands of newspaper readers, or even millions of television viewers, are often treated to a picture of personal untidiness.

Getting Future Farmers to take pride in their own appearance has many benefits beyond the few hours spent in the show ring. This pride will extend at the show to cleaner stalls, pens and aisles. It will reach back home to neater projects and neater farms. It will induce your boys to be neater at school, with resulting favorable faculty and student body reaction.

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On with the FFA

E. P. HILTON, Director, Agricultural Education, Kentucky.

The Future Farmers of America organization is in its early maturity. It has grown and developed more rapidly than most of us ever dreamed possible. It has glamourized vocational agriculture. Some people have been concerned with its popularity. A few have intimated that the FFA program should be curbed. Rather than be curbed, the FFA program needs to be developed, nurtured and protected. It needs to be used as an effective teaching device. Because of its popularity, attempts may be made to exploit it.

The FFA is an integral part of vocational agriculture. No department of vocational agriculture is complete without a functioning FFA Chapter. It motivates and vitalizes teaching and makes a significant contribution toward the aims and objectives of vocational agriculture.

All this is done through Chapter activities selected, planned and carried out by the members of the Chapter under the direction and supervision of the teacher of vocational agriculture. The building of a Chapter program of activities should be an annual affair. Many activities may be continued from year to year; some will be dropped after careful evaluation and others added when need arises. The number and type of activities to be carried out by a Chapter should be determined by the need for activities to help in the teaching of agriculture, including training in leadership, cooperation, and citizenship. The program should be broad enough to offer every member of the Chapter an opportunity to participate. The following questions should be considered in selecting an FFA activity:

- a. Will the activity be an aid in teaching?
- b. Will it take more time than can be justified?
- c. Will enough members be involved to justify the activity?
- d. Will the activity, as carried out, appeal to the boys?

The teacher of vocational agriculture has the responsibility for the FFA. It is a part of his program. He should use the FFA to secure good farming programs and to advance boys in farming. Certainly, the teacher is responsible for helping the boys select activities that will lead toward their advancement in farming and farm leadership.

The state program of activities should lend direction to the local programs. The state staff has the responsibility for using the FFA to develop the kind of program that will make the maximum contribution to vocational agriculture. State contests, shows, awards and other activities on the state level must be evaluated on the basis of their contribution toward advancing boys in farming and leadership training.

If the FFA is to render its maximum service to vocational agriculture, teacher trainers and supervisors must assume their responsibilities. Teacher trainers have the responsibility for causing beginning teachers

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FFA camping can be educational

Has your Chapter had this experience?

J. C. ATHERTON, Teacher Education, University of Arkansas



J. C. Atherton

"SHALL we go camping this summer?" is a question that should not be handled or settled lightly. Due consideration should be given to the factors involved which will include the values to be gained from the venture.

Each summer a large number of Future Farmer Chapters schedule and conduct periods of camping. State FFA camps are quite popular; however, this is not the only type of camping participated in. It is the camping experience planned for a single Chapter or cooperatively by two or three Chapters at most that is emphasized in this article. Generally, recreation is the major purpose of this activity and may be in some instances the sole motive for going. Recreation as such is to be commended and should be included in the Chapter program of work. There are other values which may be derived from a camping trip however and these benefits should be gained as well as the fun. The primary aim of the Future Farmers of America is the development of agricultural leadership, cooperation, and citizenship. A period of camping can be well used to assist in the furthering of this aim. The FFA is a major vehicle in the program of vocational education in agriculture. As such, it shares the responsibility to train present and prospective farmers for proficiency in farming, which is the aim of vocational agriculture. The attainment of this aim includes the use of efficient farming practices and the development of wholesome relationships on the farm and in the community. Leadership and intelligent followership are essential elements.

In order to give the student the de-

sire and the ability to develop desirable behavior patterns as a student, a farmer, and a citizen, it is imperative that the boy be able to envision and actively participate in those activities which will bring about the ends desired. Behavior is learned and the camping trip is one way that may be used effectively to foster correct learning. It is much easier for the student to intelligently plan and participate in activities leading to successful farming and citizenship after he has observed these things first hand and participated in some of them to a limited extent at least.

Benefits may be derived from each stage of the camping trip. Planning, the camping itself, and evaluation or criticism, each, is an essential element of a successful excursion.

Planning the Camping Trip

Much of the success of a camping trip usually can be attributed to the planning that was done for it. Thus, careful consideration should be given to this phase of the journey. It is generally accepted that more learning takes place when all the group participates in the planning than when only one or a few make the plans for all. Plans for the camping trip should include the following items:

1. The time to make the trip, the time of day to leave, the length of time to be devoted to the trip and the day to begin the trip.
2. The purpose of the trip.
3. The things especially to look for and to do.
4. Means of transportation. (In many cases there need not be any planning of this, other than putting in a request for a school bus far enough in advance to be assured of having it when desired.)
5. Group behavior while on the trip.
6. Group participation in the camping activities.
7. Secure permission for use of facilities and to visit private places.



The Chapter truck may be utilized to assist in transporting campers.

8. Financing the camping trip.

The camping trip should be planned several weeks or longer in advance of the time it is to be conducted. Convenience of the group is a major consideration when determining the date and hour to leave on the trip. Things to observe en route and the mileage to be covered before stopping for the night should be considered also when setting the hour of departure.

Have Purposes in Mind

The purposes of the trip should be clearly defined and understood by all, prior to making it. These purposes should include educational features as well as recreational. After having determined the objectives of the trip, the group should determine those things they should concentrate on so that the objective will be attained. Some of the things of an educational nature which the group may engage in include:

1. Visiting one or more agricultural departments to observe facilities, room arrangement, FFA program of work, shop facilities, teaching aids used, demonstration plots, etc.
2. Visiting outstanding farms along the route.
3. Visiting experiment stations.
4. Touring places of historical interest.
5. Going through business establishments which have a significant interest to farm youth.
6. Sightseeing along the route.
7. Following approved camping procedures including safety and courtesy.

Although major emphasis should be put on the things to which the group has decided to give primary attention, this

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Plenty of wholesome food is a must on a camping trip.



Boat racing at Camp Couchdale, Arkansas, for large camp groups.



A visit to the Corning, Arkansas, school farm is used to teach procedures in leveling land prior to seeding.

should not preclude the observation and participation in other worthwhile things which may not have been foreseen during the planning.

Prior Understandings Needed

Plans for transportation may vary widely with different groups depending upon the means available and the methods for financing it. A safe conveyance with adequate insurance coverage is essential. The school bus seems to be a popular mode of travel for a number of Chapters. Regardless of the method of transportation used, this matter should be definitely settled at the time the camping is planned.

Usually, it will not be necessary to discuss at length group behavior while on the trip. However, the writer has had experiences which indicate that the general conduct of the students can be improved materially through a mutual understanding of what constitutes accepted patterns of behavior. Prior understanding and acceptance of basic rules of conduct can do much to assure a more pleasant excursion.

It is expected that all members will participate in the observations, discussions and activities that are a part of the trip. A discussion of things to look for and to be done by everyone should be conducted during the planning stage. Often, a brief written itinerary showing time of departure, rest stops, meal stops, points to be visited and the route of travel will be helpful to those making the trip.

Normally the Chapter adviser will secure permission from the school concerned to make the trip prior to it being made. There is no objection to someone other than the instructor making the reservations if this individual has been instructed to do so by the Chapter. Arrangements should be made also with the owner or manager of any private business to be visited. Permission to use the State Camp or other camping facilities may have to be arranged for several weeks in advance.

The members participating may have to finance the camping trip entirely from personal funds. Some Chapters pay the cost of transportation with the members paying for food, lodging and incidentals. The school may furnish transportation also at no expense to those participating. Regardless of the source of funds, it is well for the planning to include the amount of money required and its source.

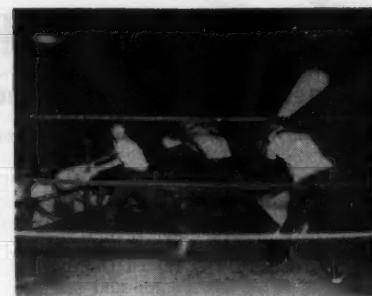
Camping Conduct

Proper planning will do much to assure a successful camping trip. However, it is important that there be an effective "follow through." Safety, appropriate modes of behavior, including extension of the common courtesies, a varied program with plenty to do, and lots of food are major things the Chapter adviser has to care for while on the trip. The camping schedule should call for a diversity of activities. Usually, the program at the State Camp during the main camping season will be arranged to include recreational and educational features with adequate supervision. Similar type programs and supervision are essential at other campsites, too. Good housekeeping is a constant requirement for the group. Daily supervision is necessary to insure healthfulness and a good state of cleanliness.

Critique of the Camping Trip

An opportunity for effective teaching has been missed if there is no follow-up of the camping trip. A critique should be held at the first opportunity following the return of the group. During this critique, two major areas are covered, namely:

1. An evaluation of the conduct of the camping trip.



Spectators enjoy the pillow fight when the participants are blindfolded.

2. A discussion of the various things observed.

The evaluation of the camping trip will serve to make future trips better and also to assist the students in developing the ability to plan and execute plans of action. The evaluation should be done by the entire group with the use of a previously devised and accepted device. Ways of improving the trip should always be considered.

In a discussion of the things observed, the original list of things to look for (which the group had prepared) may serve as a guide. Other things of significance that were observed should also be discussed.

A little forethought and ingenuity properly utilized can result in desirable educational and recreational values being attained from an FFA camping trip. □

The Cover Picture

The cover picture shows a scene at the 1956 FFA National Convention held in Kansas City, Missouri, immediately preceding the National Star Farmer ceremony. A part of the audience of 12,500 people is shown. Included in the foreground is the presiding officer, National president, the National FFA Band and Chorus and the delegate body. The Star Farmer procession of State flags is being formed in the rear of the auditorium.

(Picture furnished by H. N. Hunsicker)



New ideas are gained through visits to other departments.



Boxing may be used as a form of recreation.

Leadership for Future Farmers

The needs for it and some guiding principles in achieving it.

CHARLIE W. HILL, Teacher Education, Cornell University



Charlie W. Hill

VOCATIONAL agriculture in farming areas has been recognized and accepted for its true value and place in the educational system. An active FFA has made a definite contribution in the acceptance of vocational agriculture through the development of leadership. Former

FFA members are the first to tell us and to testify to the values they have derived by participating in the organization. Many of these former members who report the values of FFA have not gone into farming as a vocation. But there are many former members who are farming and who are the leaders among farmers. As a relatively young organization in the educational system, we can be justly proud of the contribution it has made. The future for FFA looks bright. The opportunity to provide an educational program is even greater in the future.

Farm Leaders Needed

Prior to vocational agriculture, the schools educated boys and girls so they could leave the farm and the community. Little concern was expressed for the education and the development of leadership among farmers. Thus, the leaders were developed for other vocations. Today it is accepted and recognized that the farmers need and have the right to an education for their vocation. Today, leadership is needed in the farm groups and organizations. In fact, the need for leadership for and by farmers is more important today than in past years. One reason is that the farmers have become a small proportion of the total population. Leadership is needed by farmers to represent them in state and nation. The farm block in Congress is becoming less and less in size if not in importance. So it is important to have true farm leadership to accurately and completely represent the farmers in dealing with their problems relative to legislation and marketing of farm products. A second reason is that we have many and difficult problems facing farmers. Other groups in our society have capable leaders within their groups. So, in the future the farmers must have more and better qualified leaders from their own group.

Kind of Leadership Is Important

FFA has made a notable contribution in the development of leadership. Has it been just leadership, rural leadership or farm leadership? The distinction between rural leadership and farm leadership may be a moot point. We do have people living in rural areas who are not farmers or preparing to farm. In the im-

mediate future, we shall have farm and non-farm boys as members of FFA. When a majority of the membership is not preparing for the vocation of farming, the type of program and the resulting consequences may not be for the best leadership for farm boys preparing to farm. We should have as our purpose the development of leadership for those preparing to farm. It does make a difference as to which objective we hold and strive to achieve. The achievements in leadership are determined by the purpose of the members and the adviser. It is possible to have activities in social, recreational and other areas not making significant contribution to the development of leadership for farm people.

The development of leadership results from, one, the environment in which we live and as we live and, second, the inner drives of the individual. As teachers of vocational agriculture and FFA advisers, we must have faith and a firm conviction that we can influence the environment in which members live and that we can guide the inner drives of the individual.

Guiding Principles

Past experiences indicate a few principles to follow as we work with FFA members.

1. One of the very first guiding principles established was that *FFA is of, for and by FFA members*. Active Chapters result from a firm recognition of this principle. At times conflicts arise when the adviser has purposes he desires to achieve other than the generally accepted purposes of FFA; or when the adviser takes the responsibilities away from the members or develops the Chapter around a few members. The Chapter program of work must come from the members. It is their own. It is that which they desire. The program must be for the members. The FFA program must be conducted to achieve certain objectives held by leaders and accepted by the members. Unless the objectives are accepted by members, they are not willing to or do not desire to achieve them. Other factors relating to this will be presented later in this article. The FFA Chapter will be active to the extent the program is planned, accepted and conducted by the members. The members must do the work. They must participate in the activities.

2. *The members will work together to the extent that they have similar experiences, interests and problems.* Frequently, school administrators have indicated that FFA is such a fine organization and so beneficial to its members that more boys in school should be enrolled in vocational agriculture and thereby have the opportunity to become FFA members. These well-wishers lose sight of the fact that the members profit and the organization is really active to

the extent the members have experiences, problems and interest in common and shared by all. The experiences of a city boy are entirely different from the farm boy. Thus, the interests and problems are not in common. We have farm boys and non-farm boys as members of FFA. The majority is likely to determine the purpose of the organization. We are interested in developing leaders and specifically farm leaders. To the extent farm boys are members, will the program of work and achievements result in developing prospective farm leaders.

3. *The FFA motto positively states the principle that we learn to do by doing.* Learning is a self-active process whereby one becomes changed in behavior. One participates, experiences and lives that which he learns. Thus, it becomes a part of a person. It is through participation in activities that one develops interest. When there is no participation, little interest is created. Interest does not come to any great degree through reading or being told but through participating, experiencing and living a thing. The members learn that which they experience. To the degree a member participates does he become interested. The active member is the interested member.

4. *Participation by all members is needed to have an active, functioning Chapter and to meet the objectives in the development of leadership.* We believe in democracy. This means we want all to have equal opportunity. Leadership is exerted by many in various groups, organizations and at various times. A Chapter is handicapped by inactive members and by members who are not interested. The interest, enthusiasm and support is needed from all members. Therefore, all must become active to a degree and in a number of activities.

5. *The program of work is developed around the experiences, interests and needs of the members.* Is there a tendency toward programs developed by adults from their experience, interest and needs which then have been passed down to the boys, expecting them to carry on such adult conceived program? This is quite easy for adults to do. Then we wonder why the members aren't interested. Start with the members where they are and move to the new. As members achieve, as they engage in activities, as they perform more and more willingly, they will develop the ability and confidence to take on new activities.

6. *Develop a challenging, varied program of work for all of the members.* A young boy lives for the day he can drive a car. Young men are thrilled at flying an airplane. There is no challenge in using the fork to load manure but rather to use the tractor and do the farm work with the various pieces of equipment. Boys just like to participate in "big" things. They derive a feeling of having conquered, achieved, or accomplished. The Chapter program of work needs to have numerous and varied activities to meet the interests and needs of the members. Not all boys desire to participate in all activities. Some boys will participate in certain activities, and other members in others. With a large

and varied number of activities, each member has an opportunity to select one or more in which he is particularly interested.

7. The FFA adviser is responsible for guiding and directing members in learning how to participate in FFA activities. FFA is an integral part of vocational agriculture, which is a part of the educational system in public schools. Since it is an educational program, there are many things for the members to learn. The adviser is responsible for guiding members in the learning process in FFA activities as well as in class work. Members are hesitant and reluctant to participate in those things they do not know how to do. Some people have said, "Well, the FFA Chapter is of, for and by FFA members. There it is. If the boys want to engage in the activities, that is just fine. If they do not want to carry on, that is just fine with me." With this philosophy, active Chapters will not develop. The adviser is a leader, a teacher, a guide, a director and an adviser. The officers and older members can and will assist the teacher. The FFA members will tend to live up to the expectations of the FFA officers and adviser. The officers tend to live up to the expectations of the teacher. The goals set and held by the adviser will influence the members in the work of the Chapter.

8. Well-trained officers make for an active Chapter. New members join FFA. They learn their role in it. Likewise, officers are elected not knowing all of the duties and responsibilities and how to perform them. Sure, they have observed former officers but they have not experienced or performed the duties. Therefore, they learn as they serve as officers. Through various methods and procedures, the adviser has the responsibility to teach the officers how to perform their duties and responsibilities. Trial and error learning is quite limited, inefficient and ineffective. Much instruction can be given indirectly and not always by the adviser. Yet, the adviser is responsible for training the officers to perform their duties to the utmost of their capacity for development.

9. The FFA members must have satisfying experiences in the FFA Chapter. Those things that are satisfying we tend to do and those things that are annoying we tend to avoid. What reason do boys have to join FFA year after year? What values come to each member? Does he receive sufficient rewards to continue? Normally, youth like to participate in activities. They like to be active or doing. They like to undertake challenging work. They like to assume responsibilities, to achieve, to associate with others and to be accepted as one of the group. One of the greatest rewards for the members' participation is the recognition received for achievement and accomplishments. There should be significant activities for each member so that they will look forward to them and long remember the event with satisfaction. This is relatively easy for a limited number of members but for all members it takes considerable planning and work.

Effective Abilities Needed in Farm Leaders

More and more as time goes by farmers must work in and through organized groups to solve farm problems. In order to do this, they must have certain effective abilities. An active FFA Chapter provides the members an opportunity to learn many of them. A selected list of such effective abilities follows:

1. To associate with and become a functioning member of an organization.
2. To willingly feel responsible for an active program of work and know how to assist in developing it.
3. To willingly serve and actively participate on committees and in meetings in a positive and constructive manner.
4. To identify problems of the members in the community.
5. To analyze the problems and to seek out information relative to problems.
6. To evaluate alternatives in light of information and arrive at acceptable solutions.
7. To cooperate and to work with an organization and to assist it in achieving its objectives.
8. To obtain the cooperation and assistance of others in developing a solution to problems.
9. To speak extemporaneously before groups.
10. To analyze and evaluate motions, resolutions and proposed programs presented before organized groups.
11. To appear before organized groups and to present a proposition or program and defend it.
12. To conduct or to assist others in conducting group meetings in a democratic manner and to achieve results efficiently.
13. To develop an insight into the problems of groups and especially urban people and work to effect a better understanding between urban and farm people.
14. To conduct oneself so as to gain the acceptance and respect of fellow members in organized groups. □

Appearance Counts

(Continued from page 171)

The state I mention chose "whites," partly because dairymen had established white garments as a standard show uniform for years, and partly because there is only one "white." Yes, they do get dirty. But they are easy to launder, and in many communities you can rent white trousers more cheaply from a linen supply company than owning them (companies supply these to creamery workers, service station operators, and so on, at a reasonable fee).

This matter of neatness has to be tackled on a statewide basis. State leaders have to be honestly sold on it. The next step is through the state agriculture teachers' group, and through the state, area and district Future Farmer organization. If one Chapter showed up at a fair in whites and the rest of the competition was in the nondescript garb we

have seen so often, the situation would be unhappy for sure. It will take three or four years. Some teachers and many boys will ridicule the whole idea and see no value or necessity for it.

If you think Future Farmers in your state could look neater, but you don't think "whites" can be sold, try tan trousers and shirts. They look very neat. Many schools letter the Chapter name on the back of the shirts. This kind of "uniform" can be bought readily at moderate cost, and doesn't show the dirt as readily as "whites" (but gets just as dirty).

Managers of fairs in the state which has adopted "whites," are most enthusiastic. Public reaction has been immediate and excellent. While fairs do not list "whites" as a requirement in showing, they list "whites" as a requirement to participate in showmanship contests. Since every boy hopes to get into the showmanship competition, he's sure to be in "whites." However, the FFA boys themselves have developed a strong pride and do an excellent job of "policing" their own appearance.

Perhaps "looking neater" isn't the most important attribute Future Farmers could endeavor to attain today, but it's one on which too little importance has been placed, judging from what we have seen. A little gain each year will push FFA prestige just that much higher. □

On with the FFA

(Continued from page 171)

to accept FFA as an integral part of the program of vocational agriculture and to show them how it can contribute to farmer training. The beginning teacher must be given basic training in carrying out the duties and responsibilities of the Chapter adviser. Teacher trainers also have the responsibility for offering graduate courses in FFA and providing follow-up of beginning teachers.

The State Supervisor is responsible for directing the state program of activities. He is responsible for state shows, sales, conventions and other state activities. He is responsible for FFA members representing the state in state and national events. He must see that the boys do not bring criticism to their organization by their conduct. Since the State Supervisor has charge of the state program he must see that all participants in state and national events conduct themselves in a manner that truly represents the FFA at its best.

Instead of restricting the FFA program, let us make full use of it to improve our teaching of vocational agriculture and exhibit to the public the work being done with the high school program. Let us assume our responsibility in protecting this organization from being exploited or from any adverse criticism. □

Much time and thought has been devoted at the Inter-Regional Conferences and on the State and local levels to the improvement of instruction. Appropriate publications have been developed.



The organization cooperates with the Ohio Teachers' Organization and the State FFA in sponsoring activities to recruit good young men to teach Vocational Agriculture.



Recognizing men of note in the fields of Agricultural Education is exemplified by the presentation of a portrait to Dr. B. L. Stradley, Vice President of The Ohio State University, of Dr. W. F. Stewart upon his retirement.

A collegiate FFA Chapter meets a need

Some guides for planning the program for collegiate Chapters of future teachers.

WILLARD H. WOLF, Teacher Education, The Ohio State University.



Willard H. Wolf

AN active collegiate Chapter provides an opportunity for prospective teachers to help themselves much like a Chapter of Future Farmers of America helps farm boys to attain their objectives. In fact, college students are capable of exceeding FFA members in self-help because they are more select and mature. In addition, many of the college students will have had rich experiences in self-direction and leadership training in youth organizations. Also, for many students, the collegiate Chapter provides a continuation of a program with elements common to the FFA. Aside from the need to provide a training for prospective advisers in the FFA organization itself, the similarity of purpose between the FFA and the collegiate Chapter makes it a desirable medium for providing trainees the opportunity to secure competence. Some of these purposes common to the FFA and the collegiate Chapters of prospective teachers of vocational agriculture are to develop leadership, to create and nurture a love of country life, to strengthen the confidence of young men in themselves and their work, to create more interest in the intelligent choice of occupations, to participate in worthy undertakings for the improvement of agriculture, to develop character, train for rural citizenship and foster patriotism, to participate in cooperative effort, to encourage and practice thrift, to encourage improvement in scholarship, and to provide and encourage the development of organized recreational activities.

Another function of a collegiate Chapter is to provide continuity of contact among students during their four years of college life. The Chapter also provides a continuity of contact among students and members of the faculty beyond the opportunities associated with classes. These contacts cannot be overlooked in developing personnel for a profession. A collegiate Chapter can do much to assist trainees in acquiring such professional qualities as pride, dedication, loyalty, fellowship, cooperativeness and purposefulness.

Activities to Achieve Purposes

The members of the Ohio Chapter, called the Townshend Agricultural Education Society, recognize their opportunities to help themselves through the organization. They prepare a guide for program planning seeking to emphasize those experiences not readily available in other organizations. The kinds of experiences planned by members are typified by the following:

1. Provide recreational activities and have members lead folk games and direct group singing.
2. Provide functions emphasizing proper dress, conduct, speech, and etiquette.
3. Plan and conduct trips and tours utilizing the resources of the Chapter to keep costs within the budget of members.
4. Provide programs for developing hobbies that go beyond the immediate college days and that will be wholesome releases for successful teachers. Such hobbies as photography, sports and music are included.
5. Provide a media for the exchange of ideas, the discussion of common problems, and the promotion of

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At the annual awards banquet for members, the program included addresses by prominent educators and other men of distinction. This provides desirable experiences for the members.



The Chapter meets its needs of a sizable annual budget by such means as operation of lunch stand during the State FFA Convention. Such contacts with High School FFA members are valuable.



Demonstrations train boys in leadership, create desirable public relations, and improve the agriculture of the community.



These boys are proudly displaying the ribbons they won in an area judging contest. The motivation created stimulates added achievement.

Contests, exhibits and demonstrations train boys

When properly used they will improve your program.

JACOB O. McCURDY, Vo-Ag Instructor, West Sunbury, Penna.

FFA contests, exhibits and demonstrations can be used to serve many purposes. They help to create in boys the desire to do a better job. They are of considerable educational value to the boys who participate. Planning and participating in giving a demonstration may aid pupils to develop many fundamental understandings and skills.

Deminations

In our school system demonstrations are an activity of the Junior and Senior class in vocational agriculture. We use two to four boys as actual demonstrators. Other members of the class build the equipment and make the charts. Most of the boys feel that they have a real part in the demonstration. In our introduction of a demonstration we stress the fact that more boys than those the audience can see have had a part in its planning and preparation. We name the boys involved. Everyone likes recognition. FFA boys are no exception.

Deminations are excellent public relations devices. Here in Midwestern Pennsylvania we have an area demonstration contest which encourages teams to present their demonstration as many

times as possible. They provide good programs for lodges, service clubs, Granges, fire companies, school assemblies, etc. If you have a good program it is easy to get an opportunity to appear on someone else's show and to tell the FFA and vocational agriculture story.

A demonstration contest teaches boys to think on their feet, a very desirable ability in public speaking and leadership. Certainly, in most cases they are telling a memorized story but they are telling it with mechanical props which don't always work according to script. The audience is given an opportunity to ask questions and they do, both during the program and afterwards.

Finally, a good demonstration should emphasize approved practices in the farming programs of the boys and the farming of the community. To be successful it must train boys in leadership, create desirable public relations and improve the agriculture of the community.

Exhibits and Contests

Exhibits and contests provide much the same values as demonstrations. They are means of motivating boys to do a better job. They measure success. They develop individual abilities. They encourage a boy to carry out better programs. They teach practical farm abilities. A prize winning exhibit of eggs and poultry or placing high in a judging contest at the local, county, or state fair are important achievements to a boy who is trying to gain recognition.

Several years ago an article appeared in one of the educational magazines entitled "There is going to be activity in your classroom, will it be purposeful?" Contests, exhibits, and demonstrations are three good ways to use that activity to train boys to be useful, productive, rural leaders. □



Showing and exhibiting a prize-winning calf at a state fair is an important achievement.

A Collegiate FFA - - -

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fellowship among students of similar professional interests.

6. Provide opportunities for members to learn the duties of the adviser of the FFA such as are associated with the opening and closing ceremony, the business procedure, the development of a program of activities, the conduct of committee meetings, and officer training.
7. Prepare meals outdoors, conduct outdoor games and plan recreation that is associated with programs of successful Chapters.
8. Provide programs featuring leaders in vocational education as well as other distinguished persons.
9. Provide opportunities for members to develop an understanding of organizations interested in civic affairs, education, welfare, and youth.
10. Recognize student accomplishment in agricultural education.

Origin of the Chapter

Many wonder why the Townshend Agricultural Education Society fails to emphasize its role as a campus Chapter of the FFA in its name. The name used stems from the desire to maintain the heritage left by Dr. Norton S. Townshend, the first Dean of the College of Agriculture, who initiated the society as the first agricultural organization on the campus. The society was sponsored by the Department of Agricultural Education prior to the founding of the FFA and continued its original name.

Presently the society has 130 members. Evening meetings are held twice a month. It has a constitution and by-laws, an opening and closing ceremony for meetings as well as a regular order of business. It has a ceremony for the initiation of members, and the installation of officers. Some of the activities in the annual program are exhibits at the Ohio State Fair, Freshmen Orientation Week and Farmers' Week, joint meetings with the Home Economics Club, the annual Recognition Banquet, Steak Fry and party, recruitment luncheon, participation at the State Young Farmer Conference, State FFA Convention, Fall Folk Festival, Religion-in-Life Week, and conducting a lunch stand at the FFA Convention. □

Featured in March —
Individual Farming Programs



Boys at work on their Farm Forest Cooperative Project.



Setting out seedlings for the future harvest.

Your FFA program may reflect the Vo-Ag program

A strong FFA Chapter usually means a successful Vo-Ag department.

CHARLES H. DELANO, Vo-Ag Instructor, Gorham, Maine.



Charles H. Delano

THE success or failure of many vocational agricultural departments depends a great deal on how successful their FFA program is functioning.

Compare those schools having a highly successful department with those schools which are barely meeting the necessary requirements and you will find in most cases that the department with a well organized FFA program is

the most successful.

In the past twenty years of teaching Vocational Agriculture I have heard so often, from supposedly outstanding agricultural teachers, that spending so much time on an FFA program is a waste of time, and that it takes needed time away from the classroom and shop studies.

Balance Needed

This kind of thinking, I think, is entirely wrong. I admit that if too much time is spent on the FFA program and that if other phases of the department's program are neglected it would lead to difficulties. I believe that the best approach would be to work your FFA

program of work in with your over-all program of your department, with allotted time given to all phases of work.

If the teacher is just starting to build up his FFA program it would be best to start off at a slow pace and be sure to have things well organized. It is unwise to try to cover too much ground at the start of your program. Probably it would be best to make additions to your program each year even if it might take two or three years to begin to see any accomplishments.

Accomplishments will be seen through the effects upon the students in many ways. You will see them take an added interest in their agricultural courses, they will think it a privilege to belong to the FFA Chapter, dues will be paid on time, better Chapter meetings will result, members will contribute their own ideas on many matters, better supervised farming programs will be the rule, plus many other outcomes. The teacher himself will also have a feeling of satisfaction.

Following are a few of the things that I have done with my FFA Program to correlate it with other phases of the department's program of work.

1. An Accomplishment Chart

The purpose of this chart is to record the achievements of agricultural students throughout the year and to give to them a truer picture of the program of work carried out by an agricultural department. By the use of such a chart the student will have access to the program of work every school day and this will tend to make him more familiar with the work expected of him.

This chart includes activities taken from the department's over-all program of work, which includes some of the following:

- a. Enterprise Projects
- b. Classroom Notebooks
- c. Shop Projects
- d. Cooperative Projects
- e. Farm Placement
- f. Scholastic Abilities
- g. Improvement Projects



The "accomplishment chart" provides a record of achievement.

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A state FFA foundation

How it was formed, its purposes and some outcomes.

W. LYLE MOWLDS, Supervisor, Delaware.



W. Lyle Mowlds

ization was based on the fact that each year boys going to judging contests at Richmond, Virginia; Springfield, Massachusetts; Waterloo, Iowa; Kansas City, Missouri; and Atlanta, Georgia (NFA) had to either obtain most of the money needed from their parents or provide their own finances. It was suggested that the state adviser meet with the 24 local advisers and see if something could be done.

This was thought to be a good idea by the agriculture teachers. The state adviser was requested to contact other states having such programs to find out how they were organized and call a committee meeting where plans for a Delaware organization would be drawn up. This was done in the Spring of 1954. On the committee preparing the plans were to be the Assistant State Superintendent for Vocational Education, Dr. Raymond W. Heim; Mr. Paul M. Hodgson, the Teacher Trainer; five agriculture teachers and the State Director of Agricultural Education.

How Formed

The plan drawn up by this committee was submitted later to the teachers for approval, and after several changes, was ready for presentation to the State Advisory Committee for Vocational Agriculture.

At a dinner meeting called by the State Director of Vocational Agriculture, all three members of the committee, the Assistant Superintendent for Vocational Education and the Teacher Trainer were present. After much discussion it was decided that the plan was an excellent one, but for the first few years, should have as its only purpose the raising of funds for transportation, meals, and lodging of boys attending regional and national judging contests, and for the purchase of medals and plaques for state contests. With this understanding the members of the committee felt they would like to make contributions to the Foundation if it had the State Board for Vocational Education approval.

In July of that same year the Assistant State Superintendent and the Director for Agricultural Education appeared before the State Board for Vocational Education. After a briefing to the Board

by the Superintendent, the Director presented the program and stated that it had the approval of the Advisory Committee. Before leaving that evening the members of the State Board for Vocational Education had not only approved the plan but several had also pledged their financial support. Thus was born the Delaware FFA Foundation.

Later in the month a conference of all 24 agriculture teachers was called to determine the amounts of money needed for the various items to be supported by the Foundation. After much blackboard work and plenty of discussion, a figure of \$2,800.00 was arrived at for the first year.

The Response

The next step was to plan who should be contacted. Each teacher made suggestions. Letters from the state FFA adviser were sent to 76 organizations and individuals stating the purposes of the organization and inviting them to become members of the Delaware Foundation. (No mention as to the amount of money desired was made.) From these 76 contacts, 41 responded with financial assistance totaling \$1,870.00. This amount, along with that given by the local, state, and national associations, was our first big step in relieving the teachers of transportation worries and the boys and their parents of the financial responsibilities.

The second year found 63 donors contributing \$2,756.00, and this past year 102 donors have given \$3,131.00. While the amounts contributed by some have decreased, the important fact is that the number of donors has risen sharply. It should be mentioned that only 5 of the donors from the first year have dropped out.

After three years the FFA members, the agriculture teachers, and the state staff feel that they not only have solved a financial problem but that they have also found many friends throughout the state who are willing and anxious to help our farm youth. □

The trend in mechanization on the farm is traced in a new report of the Twentieth Century Fund. Farm motor trucks numbered less than 1,000 in 1910, but had reached 2.5 million by 1953 and nearly a million of these have been added since 1946. Between 1910 and 1952, the number of farm automobiles increased from around 50,000 to 4.4 million; grain combines from 1,000 to 887,000; corn pickers from none to 588,000; and farms with milking machines from 12,000 to 686,000.

New York and New Jersey are emphasizing FFA Community Service projects with emphasis on crop demonstration plots.

Your FFA May - - -

(Continued from page 178)

- h. Record Keeping
- i. District and State Contests
- j. Skill Development
- k. FFA Committee Work
- l. Foundation Award Contests
- m. Father and Son Banquet

The chart is constructed on poster paper, size 48 x 26 inches. Spaces are provided on the left of the chart for the names of the individual students and on the top section of the chart is listed the various activities. (see illustration)

If the student has met the requirements of an activity listed he receives a silver star. If he has done something outstanding he receives a gold star for his accomplishment.

Such a chart should be constructed each year because of new students and changes in the program of work. The chart can also be used as a basis for comparison from year to year of accomplishments of individual members and for members as a group.

I have noticed that some of the slower students have made vast improvement in their work and that there has been more competition among the students as a whole.

2. Cooperative Projects

These projects may be carried on in the classroom, shop, and as field work. They may be made a part of your overall course of study, combining the classroom, shop, and FFA program work as one complete unit. Take for instance the teaching of the Forestry Enterprise. This may be taken up in the classroom as a regular teaching enterprise and later made a part of the FFA program and shop work.

For example, last spring our Chapter, as one phase of their program of work, set out 5,500 pine seedlings. Before setting out these seedlings, various jobs in the Forestry Enterprise were taken up in the classroom. A district forester gave a talk to the students on the proper way to set seedlings and later took them out to the farm forest for a demonstration. In the shop, hand planters were made by the students themselves for later use in the field.

The above description gives a pretty good example of how the FFA program may fit into an ideal relationship with classroom and shop work.

This method may also work out well with the Chapter's summer cooperative projects such as group soil testing and butterfat testing.

In conclusion, the main objective in establishing an ideal FFA program is to try to build it around the needs of the students themselves and to have it meet the local situation. Have the students draw up their own program of work as part of their classroom work. The teacher should be free with suggestions but the actual work and the organization of a good FFA program should be done by the students. □

Oklahoma has sponsored land judging contests. Sixteen states have cooperated.

FFA and Vo-Ag activities can cause conflicts

Conflicts in schedule caused by vocational agriculture activities were studied in Michigan.

DONALD MEADERS, Consultant, Department of Public Instruction, Michigan.



Donald Meaders

How many of your vocational agriculture students are involved in FFA—Vo-Ag activities which require them to miss non-agricultural classes? How many non-agricultural classes do they miss because of participation in these activities? How many

days are you, the teacher of agriculture, absent from school because of participation in FFA—Vo-Ag activities?

The activities carried on and participated in by most FFA Chapters and members may be classified, according to the sponsorship of the activities, into four main groups:

1. Activities initiated by the State—carried out as part of the program of work of the State Association of FFA.
2. Activities initiated by the local school—conducted within the community by the local Chapter of FFA.
3. Activities initiated by agencies outside the public school and elected by the Chapters.
4. Activities initiated by agencies outside the public school and elected by individual students but not by the Chapter.

Results of a Study

A study¹ was conducted recently in Michigan to determine the extent to which participation in agricultural activities interfered with regular class attendance by students and the teaching duties of the teacher.

It was found that the activities participated in by the largest number of schools were primarily those carried out as a part of the program of work of the Michigan Association of Future Farmers of America. However, only ten out of a possible sixty activities were participated in by thirty per cent or more of the schools (see Table I) and caused students to miss non-ag classes.

It was also found that the activities which caused each student involved to miss the most non-ag classes were extended field trips, State FFA Convention, and school farm activities. Extended field trips and school farm activities are

¹ This study was conducted by the Agricultural Education Division of the Department of Public Instruction at the request of the Contests and Activities Committee of the Michigan Secondary School Association and in cooperation with the Michigan Association of Future Farmers. Copies of the *Study of Participation in Agricultural Activities by Michigan Future Farmers, 1954-55*, may be secured from Agricultural Education Division, Department of Public Instruction, P. O. Box 928, Lansing, Michigan.

and teacher away from the classroom for more than the regularly scheduled period some complications arise, particularly for administration of that program. Therefore, the local school as represented by the students, teachers, and administration should have the key role in planning and determining which activities are most suitable for their educational program.

TABLE I. Activities Participated In by at Least Thirty Per Cent of the Schools which Caused Students to Miss One or More Non-Ag Classes.

Activity	Per Cent Schools Participating
<i>Initiated by the State</i>	
FFA Convention	88
Parliamentary Procedure Contest	76
Public Speaking Contest	53
Demonstration Contest	52
Farm Forum	49
Regional Leadership Training	34
National FFA Convention	33
<i>Initiated by Local School</i>	
Extended Field Trips	41
<i>Initiated by Agencies Outside Public School and Elected by the Chapters</i>	
Farmers Week	68
County Land Judging Contests	46

activities *Initiated by the Local School*; the FFA Convention is a *State Initiated Activity*. The average number of non-ag classes missed by students participating in extended field trips was six.

School vs. Out-of-School Time

The complaint is frequently voiced that participation in FFA—Vo-Ag activities requires the teacher of agriculture to be away from school and interferes with his regular teaching duties. The Michigan study showed that teachers were absent from school, but that they used more time in evenings, on week ends and during the summer for participation in the activities (see Table II). □

Planning Is Essential

Active participation in well-planned and executed activities is very desirable as a means of helping students really learn. All such activities cannot be confined to the four-walled classroom. Whenever the activities take the students

The study of FFA—Vo-Ag activities being reported here shows a definite need for careful planning of activities. Those responsible for planning the activities as well as those determining participation should consider the effects which participation in such activities will have on use of both student and teacher time as well as the effect upon the total school program. This study showed clearly a need for teachers and administrators at local schools and state leaders in agricultural education to work with agencies and groups outside the public school who plan and promote activities involving vocational agriculture students. □

A registration of 11,300, six outstanding guest speakers, sparkling pageantry, visitors from foreign lands, and the sight of American farm boys exhibiting unusual leadership abilities were just a few of the highlights of the 1956 national FFA convention.

TABLE II. Relationship Between Amount of Time Teacher Was Absent from School and the Out-of-School Time Used for Participation in FFA—Vo-Ag Activities.

Kind of Activity	Ave. No. Days Per Teacher		
	Absent from School*	Week Ends & Evenings**	Summer***
Initiated by State	4	4.6	3.2
Initiated by Local Chapter	1	7.9	6.3
Initiated by Agencies Outside the Public School:			
Elected by Local Chapter	1	2.6	2.3
Not Elected by Local Chapter	.2	1.1	1.3
Primarily for the Adviser (In-Service Meetings, Professional Organizations)	1	2.7	1.1

*No. days teacher was absent one or more periods

**Six-hour days (total number hours reported divided by six)

***Summer and vacation (Christmas, spring, etc.)

"Chapter Meeting" contest is effective

A means of leadership training for each Chapter member.

PERRY CORNELL, Vo-Ag Instructor, Jasper, N. Y.



Perry Cornell

After returning from the 1956 National FFA Convention at Kansas City, Missouri, where over 10,000 FFA members witnessed the conduct of national FFA meetings, the national speaking contest, the national band and chorus, the introduction of honored guests, the American Farmer Degree Ceremony, the presentation of Foundation Awards, and the entertainment programs so well presented by National President Dan Dunham, one desire prevails, namely that all FFA members might be able to attend the Convention to witness such results of leadership training which FFA participation has provided.

Though it is impossible for every FFA member to have this challenging experience, it is possible for any Chapter to provide for each of its members many of the training experiences which led to the kind and degree of competence that those officers and delegates at Kansas City exemplified. I refer especially to the Chapter Meeting Contest as an opportunity for every Chapter member to participate in one of the outstanding leadership training activities of the FFA. We have tried it in our Chapter and find that it not only works but that it has generated a lot of enthusiasm within the group. Because it has seemed so worthwhile for us, it may be that other Chapters would be interested in the eight-point program by which we prepared for our participation in the New York State Chapter Meeting Contest.

Start with the New Members

1. After the Green Hand Degree candidates have been initiated, a unit on the FFA and the proper method of conducting a meeting is taught. The new group then elects a slate of officers. If the group is large enough, two slates of officers are elected, thereby increasing the amount of such experience. Each officer must learn his part, as do the official Chapter officers. Model meetings are conducted, giving each boy an opportunity to act as both presiding officer and secretary and to become proficient in his elected office.

2. Each FFA member writes a speech for the speaking contest. A local contest decides the Chapter representative to the County Speaking Contest. This helps to overcome the reluctance which many FFA members have to appear before an audience.

3. All Chapter members who show potential leadership ability are taken as delegates, committee members or spectators to County and State FFA Conventions to learn more about the FFA program. Here they acquire much of the enthusiasm and training needed to become candidates for local, group, and state offices.

4. As many as possible of the new members accompany the Chapter officers and older members to FFA Banquets of the more active Chapters in their county. This helps to stimulate interest in younger Chapter members in becoming qualified to take part in the local Chapter program.

Prepare for Public Appearances

5. Leadership training meeting programs are put on with each member taking an active part in demonstrations for such local organizations as the PTA, Grange, GLF, and other local community groups interested in working with the FFA. The stage or platform is set up using the FFA meeting paraphernalia. The opening ceremonies and model meetings are featured. The officers are previously trained to give as nearly as possible a letter-perfect performance. Individual members give demonstrations, committee reports, show colored slides of Chapter activities, and give brief talks on the latest information concerning agriculture in the local area.

6. All FFA members are urged and assisted to qualify for local and county FFA offices, class offices, student council president, and any other school or community jobs that will contribute to their growth as leaders.

Provide Officer Training

7. Each year County FFA officers attend an intensive leadership training school at Camp Oswegatchie, the State FFA Camp in the Adirondack Mountains. This school is put on by the officers and advisers of the New York State Association of Future Farmers of America. If camp accommodations can be obtained, I take Chapter members who show leadership ability. Seeing these outstanding State and County officers in action motivates these boys to participate in the Chapter Contest, accept committee responsibilities, and become delegates to future County and State Conventions.

8. To get the best slate of Chapter FFA officers possible, a nominating committee interviews all candidates.



The "Chapter Meeting" contest team of the Jasper, N. Y., FFA Chapter, 1956. Six officers and five other members were required for a team.

Also, a two-minute qualification speech is given at the Chapter election meeting. Usually only the best qualified and experienced members are elected.

Preparation for the Contest

These officers are taken to the school gymnasium where their stations are placed as far apart as possible. Practicing in this large room teaches each officer to speak loudly enough to be heard in a large auditorium. When the officers have learned to pronounce every word slowly and clearly in the opening and closing ceremonies, the business part of the Chapter meeting is then practiced. The Chapter president conducts enough meetings to give the officers and the participating five members sufficient training to compete in the County Chapter Meeting Contest without use of written material.

The purpose of the above eight-point Leadership Training Program is to train all members of the FFA Chapter as well as the six officers and five members who make up the contest team.

Nature of the Contest

The Chapter Meeting Contest is a competition among FFA Chapters on the county, sectional, and state levels. An important purpose of the Contest is training competent, enthusiastic Chapter Officers. Past experience indicates that the success of an FFA Chapter depends largely on the quality of its officers.

The participating Chapters conduct an FFA meeting using the six regular officers and five members with the teacher of agriculture completing the team as the adviser.

Two hundred points are assigned to the eleven items shown on the Chapter Contest Score Card.

	Points
Opening Ceremonies	40
Previous Minutes	5
Treasurer's Report	5
Committee Reports	10
Old Business	20
New Business	40
Current Minutes	25
Closing Ceremony	15
General Attitude	10
Time 15-20 Minutes	5
Quiz	25
Total	200

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Plan and organize the program of work

H. PALMER HOPKINS, Teacher Education, University of Maryland.



H. Palmer Hopkins

THE program of work for the FFA is generally conceded to be the key to a successful Chapter. Of course, a good set of well trained officers, an energetic adviser and an active membership are other essentials, but these will generally be present if there is a good program of work. Perhaps it can also be stated the other way: a good program of work will exist only when you have capable well trained officers, an energetic adviser and active members. Either way you state it, it is difficult to over-emphasize the importance of the program of work.

Some Guiding Principles

Chapters wishing to plan and execute a strong program of work use varying techniques to accomplish their aims. Practically all start with the recommendations suggested in the FFA Manual. From there on, many patterns are employed and too often many failures and shortcomings develop. There are certain principles which we believe should govern all programs of work. We would list the following as being very important.

1. The program of work should represent the planning of every member.
2. Every item in the program of work should have the approval of a majority of the membership.
3. The program of work should provide numerous, but varied, opportunities for participation by every Chapter member.
4. The program of work should have the approval of the school administrator.
5. The approved program of work should be duplicated early in the school year and be placed in the hands of every member, and other interested friends.

There can be little argument over the merit of these guiding principles, but the difficulty comes in attempting to implement them. The job becomes particularly complex in our large Chapters. The suggestions we wish to offer are aimed primarily at trying to overcome some of the difficulties encountered in the large Chapters.

Start with the New Officers

The time to start planning the program of work is immediately following the election of officers in the spring. In most Chapters the new officers do not take office until the following September, and planning the program of work, along with leadership training, can be an

excellent activity during this interim period. In addition to the officers, at least one representative from each Vo-Ag class should be named to the program of work committee.

When school starts in September the tentative program of work should be ready for presentation to each Vo-Ag class for discussion and modification. The final committee report can then be presented for adoption at the first or second FFA meeting in September.

Appointing Committees

After the program of work has been adopted, committees must be appointed. The job of appointing committees traditionally belongs to the president, but he cannot adequately do the job in a large Chapter without help. This help should come through the program-of-work committee. One of the problems in appointing committees is to get boys who can and will get together for committee meetings. One way to insure this opportunity is to appoint all members of the committee from the same class; then, if necessary, class time may be used (at least they can get together long enough to arrange other meetings). If this plan of appointing committees is followed, the program-of-work committee must decide which activities are to be allocated to each Vo-Ag class. When this is done the class representative on the program-of-work committee can go back to the class and ask the class to make the committee assignments. We have found it wise to have each class organized into subsidiary FFA units to facilitate such appointments and to exercise the leadership necessary to carry out their part of the program of work. Of course, the work of many of the committees will involve the whole Chapter, but the committee in one class can exercise the leadership needed for the activities. In addition to Chapter wide activities, there are numerous activities that may be planned exclusively for a particular class.

Some activities belong primarily to a restricted age group, and often can be better coordinated with the teaching program when allocated to a specific class. For example, a tractor operators contest ought to be limited to the class where tractor maintenance and operation is taught. An improved program of work and an improved teaching program might result if more of our activities were planned for specific classes. On the other hand, many activities such as the FFA Banquet will require Chapter-wide participation. Even in such cases we have found it is often good administrative procedure to appoint the over-all planning committee from one class. Allocating committees to certain classes has another advantage of automatically giving a division of FFA work to the different Vo-Ag teachers in a multiple teacher department.

Refer to FFA Manual

The activities planned should fall under the generally accepted categories as outlined in the FFA Manual: Supervised Farming, Cooperation, Community Service, Leadership, Earnings and Savings, Conduct of Meetings, Scholarship, Recreation, General. Following this standard organization plan makes it easy for the members to understand their program of work and also coordinate it with the state and national programs of work. Each of the major divisions should be placed under the leadership and direction of one person. That person should be a member of the program-of-work committee. It is his job to see that the committees function and that a written report of each completed activity is filed with the program-of-work committee.

We do not claim that the operation of the preceding ideas for planning and organizing the program of work is easy. Nothing worthwhile is. We do not claim there are not other or better ways to do the job. We do know that this procedure worked for us, and we hope it contains some suggestions that will prove beneficial to others. It should result in more committee meetings, greater student participation, and more student leadership. The adviser will be relegated to the role of adviser, where he belongs, and not a member of every committee. □

Chapter Meeting - - -

(Continued from page 181)

The particular items of new business are one part of the Contest that cannot be prepared in advance. One or more items are presented to the Chapter secretary by one of the judges. The group must act on these matters through discussion and take action on them. The correct use of parliamentary procedure and the skill displayed in handling these items of business is decisive in the outcome of the Contest. A sample item might read as follows: Be it resolved: "The Executive Committee of the New York Association of FFA recommends the constitution be changed to permit Camp Oswegatchie to become a coeducational camp."

The 25-point quiz, next in value to new business, has about twenty questions. It must be completed in five minutes even if some of the contestants have not finished. Two typical questions are: 1. A main motion may be (1) made when another main motion is on the floor (2) made when the motion to lay on the table is on the floor (3) amended. 2. A motion that may be debated is a motion to (1) lay on the table (2) refer to a committee (3) adjourn. Contestants are to choose the correct answers.

The Chapter Meeting Contest on the Sectional and State levels created enough local school and community interest to warrant our scheduling a school bus to take students and parents to the 1956 New York State FFA Convention to watch our FFA Chapter compete in the STATE Chapter Meeting Contest. □

West Virginia has promoted a public relations program by each teacher.

Another teacher relates FFA and Vo-Ag instruction.

Let's teach parliamentary procedure

JOHN B. KELLER, Vo-Ag Instructor, Perry, N. Y.

BUILDING for a strong FFA program can be made most interesting. One of the things which I enjoy most about teaching is to see my first year students progress in FFA work. A striking contrast takes place in the individual boy. It is a contrast not only in growth in knowledge and skills, but also in attitudes.

Our FFA program is but a part of our over-all Vo-Ag program; yet this is the part which seems to help knit the other parts together. Our goal is to train boys for establishment in farming and related agricultural occupations. Our FFA program helps us to accomplish this goal.

An Early Start

We like to start our new students right out in FFA in the first few weeks of the Fall session. We have a unit or a series of lessons on the FFA program. We study its aims, purposes, degrees, and spend much time on parliamentary procedure. If a boy wishes to join our ranks he begins to learn the Creed and we try to point out some of the "lessons" in that Creed.

Each new student learns how to present an idea in a meeting. Of course the

progress is slow. Much repeating of motions has to be done in order to get these new ideas across. Each boy takes a turn at being the chairman. We give each boy a set of directions to follow so that when he is in trouble he can glance at these directions for help. Introduction into parliamentary procedure with real, live problems of what the FFA is doing, makes this kind of teaching "alive."

True, a boy may not become proficient. He may forget how to make a motion at the next meeting, but he gets a rough idea of how meetings should be run. We often invite these new students to our regular FFA meetings as guests before they are initiated.

The Follow-up

This early introduction of the Freshmen boys to our FFA program seems to break the ice—and it dismisses some of the mysteries of the organization. It starts a boy thinking about how he can present an idea of his own during a meeting.

This early training should be followed with some time on parliamentary procedure during each of the sophomore and junior years. As the boys get older and



Pictured above are members of the Perry Chapter team which won first place in the New York State Chapter Meeting Contest held at the State FFA Convention last year.

gain more experience, they can begin to see the reasons for an order of precedence. Confidence makes for greater student participation, but confidence comes only through experience.

A short snappy meeting is better than a slow, drawn out affair. Short meetings are fun. The boys will tell you so. It is the agricultural teacher's responsibility to see that his boys master the art of running meetings. As soon as the FFA boys learn that they can do a good job of carrying on business meetings, they will accept this art with pride.

Our FFA Chapter is an active one, yet we do not enter all of the state contests, neither can we brag about having State Future Farmers each year. Yet when I see these boys, who have gone through our FFA program, conduct meetings in our community groups I know that the FFA is serving well the people in our school district. □

Have you tried a roadside market?

This Chapter's experience may guide you.

KENNETH BALES, Vo-Ag Instructor, Gosport, Indiana.



Kenneth Bales

IN an officers' meeting of our local Chapter last year, we were discussing methods whereby we could raise money for our Chapter and yet not over-burden a community which already was being solicited too much by the school as well as by other organizations. At the time, we were trying to raise money to pay for a roadside park we were building in connection with a historical marker which was being erected on a lot given to the town. We came up with the question, "Why not make this roadside park self supporting and at the same time, add money to the Chapter treasury?" We are located on one of the busiest highways in the state and we had an excellent location for some type of roadside marketing.

We discussed the problem in our next Chapter meeting. Most of the members wanted to try a cooperative vegetable market even though there were only a

few of them actually interested in growing the vegetables. There is very little vegetable growing done in our area and most of the members knew nothing about it. We did know that our climate and soil were suited to most types of vegetables, however. We voted to try the market project thinking that interest might develop as we progressed. This was decided in April, only a month before school was out, so we knew we had to work fast. We began by getting permission from the land donor and the other people involved. We asked for the privilege of setting a stand in the park in return for building, landscaping, and maintaining the park. We received very good cooperation here.

Our next jobs were to get a building built and to try to create more interest in vegetable growing. We made plans to build a rustic type 12' x 14' stand. We made arrangements with local hardware and lumber companies to finance materials for the building and we received a donation of 1,000 feet of native



The Chapter located its roadside stand on a well-travelled highway.

lumber. Later one of the parents took a chattel mortgage on the building and we paid for our materials.

In class we studied vegetable growing with not too much interest being aroused. Most of the boys seemed to think they were too busy with other farming activities to bother with vegetable growing. We had decided to give the grower two-thirds and to retain in the Chapter one-third of the sale price of the vegetables. We also decided to put one member in charge of the business and pay him a weekly wage plus 25 per cent of the profit if he stayed with it until the end of the season.

We finished the building by the time school was out and waited until it was time for home grown vegetables. But none of the members had any vegetables

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FFA programs must emphasize leadership

This requires certain essential characteristics of Chapter programs.

S. ARCHIE HOLDRIDGE, Vo-Ag Instructor, Madison, Conn.



S. Archie Holdridge

If any group or organization is to accomplish something constructive over a period of time it must have a program of one kind or another. This is doubly true of our FFA Chapters. Unless we, as advisers, channel the abundant energy manifested in our FFA members into a constructive use of their latent power, then we are missing the boat. There is no better way for using this power than by guiding them in setting up a broad program containing definite objectives or goals to accomplish. It should be varied enough so that every single member would have a definite assignment in its operation. It is true, an adviser can save a lot of work for himself by arbitrarily ruling out many suggestions given by the boys. I believe this to be absolutely wrong in the majority of cases. The FFA program should come mainly from the ideas and inspiration of the Chapter members. If I were a new teacher, in a department that had had no program or a very weak one, I wouldn't worry much whether or not the program lined up at first with the State or National Programs of work. I'd like to see them get started on the development of some ideas that would fit in well with their interests in their community. But always start with a program whereby every member can participate. Then make sure that the program is carried to a successful conclusion. There is nothing that breeds success like success itself. As soon as every boy and every parent realize that within the program every member has a responsibility and that each has taken care of this responsibility reasonably well, then the foundation will have been laid for larger and more comprehensive programs.

Leadership Development Comes First

It seems to me that one of the most important objectives of any good FFA program is the development of leadership. I expect the majority of FFA Advisers in the country would agree with this statement. But how can you be sure that the kind of leadership that is being developed will carry over after the termination of a boy's high school days? Does the FFA program present enough of a challenge, and does it provide enough real-life situations to have lasting value? If it doesn't, then our FFA program is not living up to its full possibilities.

Even though our Guilford-Madison Chapter has been designated as a Gold Emblem Chapter, the one phase of its program that has contributed most to the development of leadership has been its FFA Fairs. For the past 18 years, it has carried on the only incorporated FFA Fair in New England. It started in 1939 after the members of the Chapter suggested such an undertaking. It is among the minority of fairs in New England where 100% of the emphasis is placed on the promotion and development of progressive agriculture. It is much the same as other agricultural fairs in that it has departments which include poultry, dairy, sheep, hogs, goats, vegetables, flowers, horse shows, horse drawing, but in addition, it has a section for Grange and Vocational Agriculture exhibits and a home-made tractor drawing contest.

The entire Chapter is divided into committees, with a chairman for each, which, in turn, plan, prepare and handle their departments during the day of the fair. The fair also has a President, a Secretary, Superintendent of Grounds and a Superintendent of Rentals. It has been held on the first or second Saturday in September. It starts off with a mile long parade through town at 10 A.M. and is filled with activities the rest of the day and often ends at midnight with the completion of an old-fashioned dance. Chapters throughout the state participate in the various exhibits, particularly the Vo-Ag educational exhibits. For the past two years a blue ribbon entry has gone on to the Eastern States Exposition, to win again there and later has received a blue ribbon at the National Convention of FFA in Kansas City.

Evidence of Accomplishment

Operating this fair for these many years has developed the leadership ability of many boys, some of whom I wish to mention as proof. Having been the only adviser of this Chapter for over 25 years, I feel that I can speak with some authority, not only from what I have observed but from things that have been told me by boys who have had this leadership experience. The list is long but a few of the more prominent ones would include: a member in the State Legislature, two Captains in the United States Army, A President of the National Junior Vegetable Growers of America, a runner-up in the state finals of the Junior Chamber of Commerce's "Best Young Farmer Award," three who have become Masters of local granges, several who have become officers of the State Association of FFA, several who have won college scholarships. A great deal of their record is based upon

their leadership in this local FFA Fair. Many have taken an active part in pasture improvement and soil conservation work and have served as judges in the country. Many more instances could be cited but this gives a fair sample to illustrate the point.

I think that there are many factors which contribute to the making of a good leader, however, I feel certain that our FFA Fair has been of great value to every boy who has participated in its activities. It certainly has made our FFA program a vital one. It has given boys confidence in their own ability. They have made all the important decisions as to policy. They have learned to be dependable. They have acquired a sense of pride in doing a good job and they have developed a feeling of responsibility. They know that they belonged and that if they measured up to their responsibilities, everything would run well.

Now I wouldn't suggest that every Chapter conduct a fair or recommend any one particular activity. The point that I would emphasize is that the FFA program be vital and alive. I would much rather have one big activity that every member could take part in, where a real job would be accomplished, and where real life situations could be wrestled with, than have a great number of small goals. To be sure, an active Chapter must have many goals in its program, but from my experience I am convinced that every program should contain one big item that really challenges everyone, including the adviser, if it is going to be able to look back in retrospect and say its program had a vital part in developing leadership. □

Have You Tried - - -

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ready for sale. We then started buying on the farmers' market which was 45 miles away. We used this plan for about four weeks but we still were not getting much produce from the members. We were making two trips to market each week, making it a point to take two different members each time in order that they might see the marketing procedure. During these four weeks at the market, we made enough contacts with farmers bringing fruit and vegetables up the highway past our stand that we were able to get most of the produce for our sale left at the stand and at lower prices.

In September, when school started, we began picking apples on the shares for apple sales and cider making. We secured a hand cider mill and put an electric motor on it. We picked apples one evening a week and made cider another evening for our week-end sales. It was from this cider that we made the most profit. We continued on this schedule until December first, at which time we began cutting Christmas trees for a local grower and selling them at our roadside stand on a 50-50 basis.

Here are some precautions if your

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The Kossuth, Mississippi, Parliamentary Procedure team begins drills for another year. For the past two years, they have been in the state finals of the Mississippi FFA Contest, and are looking forward to another successful year.



The Kossuth, Mississippi, FFA officers realize that the Chevrolet pickup truck given to them by their local dealer, Lanning Chevrolet Company of Corinth, is a Vo-Ag seller and a reminder to the community of the worth of FFA.

FFA and Vo-Ag supplement each other

Chapter programs increase interest and promote Vo-Ag.

MERRILL T. CARTWRIGHT, Vo-Ag Instructor, Kossuth, Mississippi.



Merrill T. Cartwright

THE vocational agriculture program and FFA are so integrated that it is hard to know where one ends and the other begins. We usually think of vocational agriculture being the formative part of learning while FFA is the "doing" or completion of vocational agriculture.

To me, vocational agriculture could not be what it is without FFA. It makes vocational agriculture an effective program in the community by giving it the finishing touches that are needed.

The vocational agriculture program with systematic instruction for farmers and their sons began in 1917 under the Smith-Hughes Act. This Act specified that students, in addition to their studies in school, must have in operation a program of supervised practice for at least six months of the year. Though some agriculture studies were already going on, this new vocational agriculture program brought into being well-trained teachers who taught an all-around program of agriculture—all things that would be of interest to farmers, young and old.

FFA Increases Interest

Vocational agriculture is the learning end of farming, but with FFA brought in, the farm boys learned more of the joys than discomforts of farm life. They knew that both existed on the farm, but more and more, the joys seemed to outweigh the discomforts. While students in vocational agriculture are required to

have in operation a program of supervised practice for at least six months of the year, calling them FFA projects makes them seem more like fun than necessary work.

The Future Farmers of America Foundation Awards help and encourage members toward the goals of establishment in farming. The state and national Star Farmer awards in general farming, dairy farming and other such awards provide the stimuli to win—and they are also lucrative. Most farm boys can appreciate and use extra money.

FFA Supplements Vo-Ag

The vocational agriculture program and FFA call for the same outline of study. FFA makes the vocational agriculture program more effective by putting into practice in a competitive and enjoyable way the things the boys have learned in the vocational agriculture classroom. Parliamentary procedure is something that all farmers and prospective farmers should know. The vocational agriculture student frequently is taught this in the classroom. FFA takes over there with drills, exhibitions before clubs, and in local and state contests. The drills, exhibitions and contests are exhilarating—but what of the long-time effectiveness of that knowledge, gained in the classroom? Retention can be improved by FFA experiences for each farm boy and the leadership training increased for future use.

FFA Promotes Vo-Ag

One of the most effective ways in which the FFA helps in promoting vocational agriculture is exhibiting at fairs which advertise the vocational agriculture activities to the whole community, county and state. A splendid way of

publicizing vocational agriculture is through the FFA Father-Son or Parent-Son banquets. In our Chapter, we have Parent-Son banquets because we believe that mothers support our program just as enthusiastically as fathers; and we realize that families today cooperate in all their activities. At our banquets, we publicize what we are doing in vocational agriculture. Following a well conducted banquet, parents and guests are more aware of the vocational agriculture program that their sons are a part of in the school.

Vocational agriculture was effective before the organization of the FFA, but the Future Farmers of America organization has enriched it and made its future boundless. Vocational agriculture brought into being the FFA program which makes the future of farming more fascinating, more spectacular, more stimulating, and more rewarding. □

Have You Tried - - -

(Continued from page 184)

Chapter is considering starting a roadside market.

1. Be sure there is a genuine interest among Chapter members.
2. Be sure there is a good potential market, both local and tourist, especially the latter.
3. Be sure there is produce available, preferably that grown by the boys. If a good farmers' market is close, it is usually a good source because of its competitive nature.
4. One person should be in charge of the business, either the adviser or a dependable member, in order that someone may know all the business transactions which take place.
5. Care should be taken not to compete too heavily with businessmen in the area.
6. Do not go into it unless you as an adviser and your Chapter are willing to put in a lot of hard work. □

Financing the Future Farmer Chapter

A summary of current views on an important problem.

JOE P. BAIL, Teacher Education, West Virginia University.



Joe P. Bail

An active FFA Chapter will plan many activities designed to carry out the aims and purposes of the organization. These will include all of the various areas set forth in the program of work. In order to carry out any activity, some measure of financing is necessary. In fact, after the program of work is set up, the next step should be determining ways and means of financing and carrying out each activity to a successful conclusion. This means that a budget must be set up as a guide for the year's program.

A Common Problem

The problem of financing FFA and other school activities has given teachers and students many headaches. In the case of the FFA Chapter, several important questions have arisen. Among these are the following: (1) What methods should be used to raise FFA funds? (2) Should gifts be accepted from individuals or business concerns to finance activities? (3) Should the FFA Chapter confine itself to money-raising activities that are agricultural in nature? (4) Who should be responsible for the funds? (5) Should a local Chapter go in debt?

These questions will be discussed with particular reference to the literature and to studies that have been made to date. No attempt will be made to provide complete answers to the above questions, but rather to stimulate some thinking in regard to them. It is realized that community and school situations will have a great deal of bearing on the methods and practices used in raising money. Needless to say, school and community acceptance of these methods and practices is absolutely necessary.

How to Raise Funds

Question Number One: What methods should be used to raise FFA funds? A study by Dunkelberger (1) of the methods used in financing FFA Chapters in the United States was made in 1951. He found that certain areas of the United States tended to use specific ways of raising money. Farming operation or cooperative farm enterprises were more common in the Midwest and Far West. Entertainment or sports activities showed up frequently in the New England States. In the South, cooperative activities of various types were most numerous, fol-

lowed by production of agricultural products for sale and by cooperative enterprises.

Weese (2), in 1940, made a study of methods used in financing FFA Chapters in West Virginia. He found that the local community had certain accepted practices in regard to raising funds for organizations. He suggested that each Chapter study the local school and community in order to be aware of these practices. Weese further developed a list of what he considered "sound" practices for raising funds, based on information received from the study. In order of acceptance these were:

1. Group productive enterprises.
2. High school plays and entertainments.
3. Sales of shop projects.
4. School or community fairs.
5. Conducting a school store.
6. Operating concession stands at fairs and athletic events.
7. Service charge on handling farm commodities.
8. Obtaining Farm Bureau memberships.
9. Fitting farm tools.
10. Selling popcorn.
11. Pie or box socials.
12. Prize money from District or State Fairs.
13. Sponsoring movies.

Methods which were considered "questionable" were as follows:

1. Donations.
2. Raffles.
3. Assessments.
4. Suppers.
5. Selling magazine subscriptions.
6. Selling stationery.
7. Boxing matches.
8. Parties.
9. Shooting matches.

A study by Glass (3) in West Virginia in 1954, revealed some changes in the pattern of financing FFA activities. His study showed that entertainment and social events were used most frequently, followed by selling refreshments, community service activities, selling commercial products, and group enterprises. In rating these various areas, teachers gave emphasis to those that provided some educational experience, although not necessarily of an agricultural nature.

Acceptance of Donations

Question Number Two: Should gifts be accepted by the FFA Chapter from individuals or business concerns? Perhaps the best example to follow on this point is the action of the National FFA Organization (4) and some State FFA Organizations—where a Foundation has

been set up to handle such funds. The important point here is that there should be a careful auditing of all funds received. In addition, the local Chapter should reserve the right to use the funds as it sees fit. Exceptions to this would be gifts in the form of livestock, chains. Even then the local Chapter should have policies set up to govern such activities. Careful scrutiny of all such monies or other gifts should be made prior to acceptance by a local Chapter. The highest traditions of the organization must be kept in mind at all times in these transactions.

Agricultural Versus Non-Agricultural Activities

Question Number Three: Should the FFA Chapter confine its money raising activities to those of an agricultural nature? On the basis of writings to date, it would seem that the FFA Chapter should first explore the possibilities in this area. However, to limit FFA to those money raising activities which are strictly agricultural would tend to narrow the experiences that boys might receive. One fact seems to stand out: the Chapter should not attempt to take over money raising activities that other organizations have been instrumental in getting started. Some initiative and ingenuity should be shown by the local Chapter in ways of financing their activities.

Doby (5) suggests that any method of raising funds that performs a community service or any method concerned with the production of agricultural products could be justified from the educational viewpoint. Certain other fund raising activities were considered desirable from a social and recreational standpoint.

Handling Accounts

Question Number Four: Who should be responsible for the funds? The National Organization (6) recommends that each Chapter elect a treasurer to handle all receipts and disbursements. One of his best aids in doing this is the official treasurer's book. If the FFA organization is to be a boy organization, then the boys should be in charge of the financing. This is not to say that the local adviser does not have some responsibility. Many Chapters have both the treasurer and adviser sign all checks. If the FFA account is handled through the school account, the principal may also sign checks. Regardless of the system used, the members should receive the maximum of experience with only whatever adult supervision is necessary or called for by local school authorities.

Question of Indebtedness

Question Number Five: Should a local Chapter go in debt? Any organization that is operated on a sound financial base provides for funds to carry out current activities. This implies that a budget is set up showing receipts and expenditures. Most organizations also provide for a working balance to take care of any emergency that may arise. In most cases where expenditures exceed receipts, the Chapter has failed to have

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A teacher offers his answer to an often-asked question.

The place of the FFA in the Vo-Ag program

DANIEL E. KOBLE, JR., Vo-Ag Instructor, Middleburg, Pa.



Daniel E. Koble, Jr.

A young man with whom I spoke recently very proudly informed me, "I belonged to the Future Farmers of America when I attended high school." Frequently we encounter similar situations where young men associate the FFA and vocational agriculture so closely that they blend into one organization. This is good. The successful program in vocational agriculture must be a combination of approved practices for crop and livestock production, farm mechanics, supervised farming programs and the Future Farmers of America.

A proven philosophy that, "The successful farmer is one who most skillfully integrates crop and livestock production with farm mechanization, community service and family life," is even more true today than it has been in past generations.

Services Rendered

The Future Farmers of America lend dignity to the program in vocational agriculture. The FFA is more than a "club" it is a "heritage," a heritage of community service, of leadership, of confidence building and of just plain fun passed on by a generation of farm boys.

The Future Farmers in a modern curriculum of vocational agriculture have many facets of service.

Some of the more important of these are:

- To create and nurture a love of country life.
- To develop character.
- To provide recreational activities.
- To participate in cooperative effort.

Cooperative Planning

The absorption of the FFA into a program of vocational agriculture can come about through cooperative planning involving the school, community and families being served by the department. A list of objectives to be followed in solving the problems at hand should come out of meetings and on-farm-visits with the boys and their parents.

A grass roots basis for the sound program in vocational agriculture is the solving of real problems. These can take the form of individual, community and, in some cases, even national situations. The best motivating factor for learning is the live problems that are of immediate concern. The selection of the

methods employed in reaching a solution to these problems is the concern of the teacher of agriculture.

A Means of Teaching

The local teacher must decide where the learning situation can best take place. The farm mechanics shop, the classroom, on the farm, in the privacy of his office or at an FFA meeting, these avenues are all open and available. He is a keystone in the well integrated program. All planning, all action and all evaluation must begin with advice and encouragement from him.

Value of Contests

Now let's look at a subject often discussed in educational circles, "Contests and awards." The FFA holds more contests, makes more awards and offers more degrees than any other school organization. These awards have two major uses in our program. They are *stimulation* and *evaluation*. The winning of contests or the awarding of degrees in the FFA should not be looked upon as the end goal to be achieved in vocational agriculture. These are merely rungs in the ladder of success which must be passed in reaching the top-most step, establishment in farming or in one of the related occupations.

"What is the place of the FFA in Vo-Ag?" It will allow us better to accomplish the goals we have set. Its place will vary with the community, the teacher and even the boys. One thing is certain, the successful teacher will be the one who includes as a part of his daily prayers this familiar phrase—"I pray that my advice will always be based on true knowledge and ripened with wisdom." □

Financing the - - -

(Continued from page 186)

a budget or if it had one, neglected to follow it.

Before a Chapter borrows money it should consider two things: one, the period of time for which the money is borrowed; and two, whether or not this is the most desirable way to handle the situation. Under point number one, the constantly changing membership of the FFA Chapter should be considered. Will members who come into the Chapter in future years be willing to assume the balance of the loan? Perhaps they will if the money has been used to the long-time good of the Chapter. This implies that loans should be for as short a period of time as possible. The second point raises the question of whether it would be wiser to wait until the Chapter has accumulated sufficient funds to handle the situation rather than borrowing the money. Any transaction of this sort

should have the full understanding and support of all members, the adviser, and the school administrative officers.

In Summary

In conclusion, it seems that the problem of financing local Chapters will depend a great deal on local community and school practices and policies. The Chapter members should explore all possible ways of raising money and then choose those that are in keeping with the high ideals and standards of the organization. All financial transactions should be carefully recorded and audited at periodic intervals. Sound business organization and practices should be used throughout. The advice and counsel of teachers and administrators should be secured on all activities.

If all these are done, many problems of financing will disappear, and the FFA Chapter is well on its way to a successful program for the year.

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A proposed FFA marker to publicize the local Chapter. It is constructed from painted light weight masonry blocks and is on a concrete slab. The letters are metal. This marker could well be constructed as a shop project during the study of concrete and masonry. Plans for this were developed by the Agricultural Education Department at Texas A. & M. College.

The FFA program is different

It can be much more than just another extra-curricular activity.

JAMES D. EVERGETIS, Vo-Ag Instructor, Millville, New Jersey.

WHAT do you expect from your FFA? Are you proud of its accomplishments? Does your school and community know you as being the adviser of just another club in the high school activity period? What contribution has your FFA made to its members for growth, guidance, and service? Can you as an adviser answer these questions and be proud?

We, as advisers, give guidance to our boys when the going gets rough during some phase of their farm programs. We try to encourage them to put that extra ounce of determination in their effort to complete a difficult or a seemingly difficult task. We encourage them to undertake new assignments.

What about your FFA? Is the membership enthusiastic, "fired-up" to do that extra task, to go out of its way to make an accomplishment, to achieve a noteworthy reputation? The author of this article has given these questions very serious consideration during the past several years as a basis for guiding his FFA organization.

Sense of Loyalty Needed

Any Chapter adviser can do the planning and even do the work for FFA but the organization cannot truly be successful without the loyal cooperation of each member. The Chapter must be bound together by a loyalty and brotherly friendship that cannot easily be broken. FFA is not just extra-curricular or only a club, it is an essential segment in each of our lives as Vo-Ag instructors and Vo-Ag students. It is from a strong devotion and belief in FFA that an organization such as ours can accomplish so much.



The chairman of the Annual "Turkey Shoots." This is an important activity of the club in building up its treasury. It is a \$500 operation.



The Chapter tractor and discs which are loaded on the FFA truck. The equipment is being made ready to take to a member's home for use with his supervised farming program. (Picture by George Reeves, Chapter photographer.)

Thorough Planning

Here is the greatest factor of the success of the FFA. We have found that the planning of the year's work, planning each meeting and then carefully executing each program has borne success. The completion of a plan usually brings success which encourages further success. The Chapter program is based upon aid to the community with service of many types, to provide youth recreation, and stimulate many forms of leadership activities. When a boy is able to find a purpose in what he is doing, he becomes more zealous in his activity. When a boy learns that he has a great responsibility to his fellow members and the FFA program, and that it may fail without his cooperation, he soon will feel that he is important to the group. He will do his part.

A sound program of work, an enthusiastic adviser who is willing to work with the members and encourage cooperative action and well-timed publicity will make the job of the Vo-Ag teacher the most pleasant in the high school. □

Joins Future Farmer Staff



Charles Ocker

CCHARLES OCKER, 1952-53 National FFA Student Secretary and a finalist in the 1950 National Public Speaking Contest, is now a member of *The NATIONAL FUTURE FARMER* staff. Charlie joined the magazine from his 154-acre farm in Cameron,

Mo. He will serve the magazine as Regional Advertising Manager in the Midwest. Charlie attended high school at Cameron and upon graduation attended Missouri University. While at the University he was president of the Collegiate FFA Chapter. His college career was cut short by Uncle Sam. He served in the Army's anti-aircraft artillery and spent one year of his two-year hitch in Alaska.

Georgia is emphasizing forestry management and has received \$50,000 from Georgia banks to promote forestry laboratory plots.

Worth-while Objectives

The membership found that just to earn money wasn't the important thing. Why then, did we want to have an increased income? Our aim was to use the money for farm equipment and loans for ready availability to its members. The boys have purchased \$5000.00 worth of equipment which basically includes a 13-foot flat-bottom truck, new tractor plows, discs, cultivators, transplanters, seeders, and fertilizer spreaders. The methods used to earn money to pay for this equipment took much planning and became the core of the FFA program of activity.

A Chapter fund-raising campaign is successful

Future Farmers render valuable service to the community while raising money for use in their Chapter.

L. T. JACKS, Vo-Ag Instructor, Leland, Mississippi.



L. P. Jacks

"YOU Can't Eat 'Em, You Can't Sell 'Em, So Why Keep 'Em?" That is the motto that has helped our FFA Chapter sell our Rat and Mouse Control campaign in our community. And this is the project that has lifted our organization out of financial chaos! Like

many Chapters, we have faced the ever-present problem of inadequate funds for financing our Father and Son banquet, judging trips, camping trips, trips to the state convention and many other program-of-work activities.

Selecting the Project

A committee looked into the possibilities of fund-raising projects, and the projects were few since many school organizations and classes were seeking ways to finance their activities. We wanted an activity especially suited to our own group and one that would also be of service to our community and provide training in leadership and citizenship as well as to help develop an improved agriculture. The final decision of the Chapter was to sponsor a community-wide rats and mice control program, with the FFA purchasing, mixing and providing poisoned bait for sale.

The Town Cooperates

The group knew of the need of such a control program in our town of over five-thousand population, and made an agreement with the Mayor and Board of Aldermen to provide materials and labor for carrying out the program. For necessary materials and labor the Chapter was to receive annually the sum of one thousand dollars. To date approximately five-hundred dollars of this amount has been profit.

A Community Project

The Chapter familiarized the citizens with the project through the distribution of handbills. Their cooperation was sought in the undertaking through articles and pictures in daily and weekly newspapers covering the area. Local feed stores, paint and lumber houses, banks, dairies, etc., ran appropriate advertisements in the local weekly paper boosting the project. Organized teams spread out over the city to provide the rats and mice with their first organized "banqueting," and the end of the day came with over twelve-hundred pounds of poisoned bait ready for the rodents' first night of feasting. The stench of these decaying pests brought reports of a job well done. In addition to the annual town-wide distribution, "hotspot" sections are worked from time to time and calls from residences and business houses are serviced.

All of the citizens of our town are not farmers, but Leland is primarily an



"Only dead rats are good rats," according to Tommy Stovall and Johnny Rivers, two of Leland's FFA members who have participated in their group's school district-wide program of controlling rats and mice. The rats shown above are two of the multitude on one farm that used 155 pounds of ready-prepared bait over a period of two weeks.

agricultural town, with practically every source of income of the group either directly or closely related to farming. Many of the farmers live in town and commute to and from their farms.

Farms Are Included

We did not stop here. The farmers soon became familiar with what was taking place, thus making it very easy to extend our services to them. However, the program differed some from the town project in that we provided it for sale only to the farmers at reduced prices. It has been well accepted by our farmers.

The above fund-raising activities, along with the sales of subscriptions of one farm and home magazine each year, practically sums up our fund-raising activities. As mentioned earlier, this project has provided not only needed funds, but, in addition, has provided excellent training in most of the phases of the FFA's program of work. It has been one of the best public relations activities of our group.

If financing your Chapter's program of work activities has been one of your headaches, then why not look into the possibilities of conducting such a project in your local community? □



Two Leland FFA members and their adviser, Lloyd Jacks, are shown mixing poison bait for their rat and mouse control program. The poison mixture is packaged in heavy nail bags for sale at 25¢ per pound. The FFA emblem is stamped on the labeled package.

One authority says that the value of machinery on the farm today amounts to \$17.7 billion, and that this is \$10 billion more than the net investment in the steel industry and five times the investment in the automobile industry. Tractor power, he says, is 13 times greater than all the water power in the country.

The total registration in the 1956 FFA National Convention was 11,014.

News and Views of the Profession

Bailey Joins Agricultural Education Staff at East Texas State



Dr. Zeno E. Bailey

DR. ZENO E. Bailey assumed the duties of assistant professor of Agricultural Education at East Texas State Teachers College on September 1, 1956. Previously he was junior scientist in the Department of Horticulture at the Alabama Polytechnic Institute.

Bailey is a native of Alabama where he grew up on a 180 acre farm. He is a graduate of the Alabama Polytechnic Institute where he received both his B.S. and M.S. degrees. The Ph.D. degree, with a major in Agricultural Education, was received from Ohio State University in 1955. The research for the doctorate involved an evaluation study of selected aspects of the pre-service curriculum in Agricultural Education in the Alabama Polytechnic Institute.

A teacher of vocational agriculture in two Alabama communities for 4½ years, Bailey also taught at Snead College for 1 1/3 years. He served with the Army Air Force from 1942 to 1946.

He is a member of the Texas Vocational Association, the American Vocational Association, and the Texas State Teachers Association. He also holds

membership in Phi Kappa Phi and Phi Delta Kappa honorary educational fraternities, and Gamma Sigma Delta, honorary Agricultural Science fraternity.

Hamilton Now Head of Agricultural Education at East Texas State



Dr. J. R. Hamilton

DR. J. R. Hamilton, formerly associate professor of Agricultural Education at Mississippi State College, has been named department head in Agricultural Education at East Texas State College. Dr. Hamilton replaces Dr. Webb Jones who has been forced into temporary retirement because of ill health. The appointment was effective September 1, 1956.

Dr. Hamilton's experience includes a total of nine years of teaching vocational agriculture in the states of Alabama and Mississippi, two and a half years of college teaching in technical agricultural fields, a short period of administrative work in veterans' education, two years as visiting professor at Michigan State University, and a total of five years in teacher education, specializing in farm mechanics.

He holds the B.S. degree in Agricul-

tural Education from Mississippi State College, the M.S. degree in Agricultural Education from Alabama Polytechnic Institute at Auburn, and the Ed.D. degree from Michigan State University. His research and dissertation dealt with curriculum building for pre-service training of teachers of vocational agriculture in farm mechanics.

Dr. Hamilton holds membership in the Texas State Teachers Association, the Texas and American Vocational Associations, the National Education Association, The American Society of Agricultural Engineers, the Ten-Year Vocational Club, Honorary State Farmer (Mississippi), and is a "Key" member of Lions International. He is also a member of Kappa Delta Pi, honorary scholastic fraternity.

Student-Teacher Conference Well Attended

Two hundred and four student-teachers from thirty states attended the fifth annual conference held at Kansas City, Missouri, in conjunction with the National FFA Convention last October. This was an increase of 58 prospective teachers and seven states over the attendance in the conference of the previous year.

Thirty-two members of twenty-two training institutions helped to swell the attendance during the one day session, many of whom participated in the program. Prof. John H. Weiss was chairman of the conference.

Plans are already under way for the conference next year which again will be held at the time of the FFA Convention.

personnel who they wish to help with the teaching of the course, we try to comply with their wishes. Meeting time and dates are determined by a majority of the class members. I think our system has helped us have 5 classes in the 3 years with an average enrollment of 19 (we limit shop courses to 10 members). We have offered courses in Soils, Livestock Feeding, Farm Management, and Welding.

Want to make that Part-time Ag Department a better one? Organize an Adult Farmer Program!

DAVID P. RAYNARDS,
Vo-Ag Instructor,
Stanfield, Oregon

...Tips that work . . .

Part-Time Ag Department with an Adult Farmer Program

CAN a School District afford an Ag Department with only 12 farm boys? I would say "No," although our enrollment has averaged only 12 since it was started at Stanfield, Oregon, three years ago. Our Department is reimbursed as a half time program, yet most educators say that the Ag teacher should have 45 boys or more to be full time. I teach general shop half a day. The answer to any criticism of our low enrollment in the high school has been an Adult Farmer Program. I believe our Department will succeed with 12 boys only so long as we have an Adult Farmer Program that functions as well as it has during the last three years.

Part-time Ag teachers can develop Adult Farmer Programs into a satisfying and integral part of their Agriculture Departments. Sound like I'm sold on Adult Farmer Classes for the small Department? I am and here's why.

Dads who attend night classes acquire added interest in their sons' projects and FFA activities. These Dads also are stronger supporters of the entire school program when they have become a part of it. They acquire technical knowledge that increases their farm efficiency. A friendly and cooperative relationship can be developed between the Ag teacher and the farmers of his community. Shop and other school facilities are used more fully. The Ag teacher greatly benefits from the knowledge acquired from the people who actually do the farming and the "Specialist" he may enlist to help teach the adult courses.

This is how we run our adult program. Our Advisory Council determines the courses to be offered and does a good job of creating interest in enrollment. Fees charged, plus reimbursement from the State Division of Vocational Education, make the program self supporting. Two-hour classes are held biweekly for a total of ten classes. At the end of a course a preference poll is taken to help determine what course should be offered next. If the class members know certain

Adjustable Saw-Horse Meets a Need

When setting up our new Vo-Ag shop and classroom last year, we tried to make our budget stretch as far as possible by getting equipment which would have a variety of usefulness. Since we were providing both materials and equipment for woodworking, sheet metal, soldering, welding, tool and pipe fitting, and machinery repair, we needed to be prepared for a variety of operations and con-

(Continued on page 191)

BOOK REVIEWS

AGRICULTURE UNADORNED by L. S. Wolfe, pp. 161, illustrated, published by Cary Printing Company, Columbia, South Carolina. Price: cloth bound—\$2.50; paper cover—\$1.50.

Agriculture Unadorned is a non-technical story about agriculture. The author has attempted, through a series of feature farm stories, to depict the development of farming from its early beginnings to the present. Some of the stories included are: Soils Harbor the Quick and the Dead; Life Begins with Seed; Nature Makes Nitrogen Through Legumes; Fighting Cock Forerunner of Fowl Industry; Machines Work for Farm and Home; Indians and Early Agriculture.

This book is well illustrated with pictures showing farming activities over the years. It is written in an exceedingly interesting style which should appeal to many people. Teachers of vocational agriculture should find this book a fine addition to the FFA libraries.

—A.H.K.

PRACTICAL POULTRY MANAGEMENT, sixth edition, by Rice and

Botsford, pp. 449, illustrated, published by John Wiley and Sons, Inc., New York.

This is a new edition of one of the Wiley Farm Series designed for use by agricultural students, farmers, and persons engaged in farm service employments. The book has been rewritten and reorganized to bring it up-to-date with recent developments.

This book contains many excellent illustrations and is well organized for use in teaching vocational agriculture. All phases of poultry production are included. The following chapter headings indicate the manner of organization of the content: Caring for Young Stock Past the Brooding Period; Feeding Laying and Breeding Stock; Using Artificial Illumination; Keeping Records of the Flock; Culling the Flock; Treating Diseases and Combating Parasites, Pests, and Vices; Renewing the Flock.

Teachers of Vocational Agriculture should find this a very useful reference.

James E. Rice was formerly Head of Department of Poultry Husbandry at Cornell University. Harold E. Botsford was formerly Professor of Poultry Husbandry and Project Leader in Poultry Extension, Cornell University.

—A.H.K.

TIPS THAT WORK

(Continued from page 190)

veniences. One such convenience, having dual purposes, was an adjustable saw-horse.

This saw-horse is like any ordinary one except for the top part or working surface which can be raised or lowered according to need. It consists of the usual type of saw-horse with an added top surface to be raised or lowered or removed entirely if an ordinary height is desired. The construction to provide this feature is shown in the accompanying picture. Note the pins which hold the elevated top in place.

Some of the advantages of the adjustability of the saw-horse are: useful in holding long lumber or metal extending over a work table; to hold the moving machine cutter-bar while sharpening

the knives; to hold a board between the adjustable top and the permanent top while sawing off the end of a board; and many others.

The pins used to secure the adjustable top at the desired height are attached to sections of sash chains which in turn are fastened to the permanent part of the saw-horse.

RAYMOND SWADLEY,
Vo-Ag Instructor,
Ocean View-Millville, Delaware

Air-tour Used in Teaching

THE junior and senior boys of the farm management classes of the seven vocational agriculture departments in Fairfield County, Ohio, were given a top view of their home farm operations on Thursday, September 20, 1956, when 111 vocational agriculture III and IV students, adults and young members, and

SWINE PRODUCTION by Bundy and Diggins, pp. 337, illustrated, published by Prentice-Hall, Inc. Price \$4.50.

The following chapters are included in this publication: Opportunities in Swine Production; Breeds of Swine; Selection of Breeding and Feeding Stock; Feed Selection in Swine Nutrition; Swine Breeding; Feeding and Management During Gestation; Feeding and Management During Farrowing and Suckling Periods; Feeding and Management from Weaning to Market; Pasture Crops for Swine; Buildings and Equipment; Disease and Parasite Control; Swine Marketing; Swine Records; Fitting and Showing.

This is a well prepared book, suitably written and organized for use in teaching vocational agriculture. There are many tables and illustrations included to highlight important points or provide additional information. Lists of additional references are given at the end of each chapter.

Clarence E. Bundy is Associate Professor of Agricultural Education, Iowa State College. Ronald V. Diggins is Vocational Agriculture Instructor, Eagle Grove, Iowa.

—A.H.K.

teachers participated in one of the first air tours in Ohio to be set up on a county basis.

The seven vocational agriculture teachers and departments participating in the air tour include Don Waliser, Amanda; R. M. Foltz, Bremen; Fred Body, Carroll; Paul Mechling, Lancaster; John Ricketts, Liberty Union; Loren Wilson, Pickerington; and J. W. Thomas, Pleasantville.

The tours were mapped to include soil conservation practices and watershed projects. The boys were able to circle their own home farms in order to get a "bird's eye" picture of the home farm. Boys were encouraged to take cameras along with which to take pictures of their farms as well as conservation practices from the air.

FRED BODY,
Vo-Ag Instructor,
Carroll, Ohio



The adjustable saw-horse in action. The adjustment feature increases the variety of uses in the Farm Mechanics Shop.



During a farm stop one of the teachers talks with a small group of farmers. Vo-Ag students on the right are on their way to board a plane to resume the air-tour.



Members of the nominating committee at the 29th National FFA Convention worked many hours interviewing outstanding candidates for National offices for 1956-57. The committee is shown interviewing Freddy North of Arizona. Members of the committee include, left to right: Seated—Nathan Reece, Oklahoma; Joe Russ, California, Chairman; Richard Van Anken, New Jersey; John Peterson, Utah; Harold Johnson, Nebraska; Robert Kelley, West Virginia; Bill Halliger, Washington. Standing—James Brandt, Illinois; Royce Bodiford, Texas.



Dan Dunham, left, National FFA president, is shown with the official representatives of three other National youth organizations who spoke at the 1956 National FFA Convention, Oct. 15-18, in Kansas City, Mo. From Dunham's left they are—Carol Ann Pierson, Godfrey, Illinois, National president, Future Home Makers of America; Billy Joe West, Platt City, Mo., 4-H Clubs; and a representative of the Boy Scouts of America from Kansas City.



Stories In Pictures



Regional FFA Star American Farmers, their families and National FFA Vice Presidents of the respective regions are shown in this picture taken during the 1956 National FFA Convention. Left-to-right: Southern Region—Lennis Gamma Jr., Mrs. Wesley Patrick, Wesley Patrick, Ouitman, Georgia, Star Farmer of America, and Mr. and Mrs. Paul W. Patrick. Pacific Region—Lynn Loosli, Mr. A. W. North, Freddy North, Elroy, Arizona, Star Farmer, Pacific Region, and Mrs. Freddy North. Central Region—Dale Ring, Miss Linda Lust, Larry Lust, Newton, Iowa, Star Farmer, Central Region, and Mrs. Mildred Lust. North Atlantic Region—Allen Colebank, Mrs. Robert L. Worley, Robert L. Worley, Mercer, Pennsylvania, Star Farmer, North Atlantic Region, and Mr. and Mrs. Glenn E. Worley. Dan Dunham, National FFA President is shown at the podium. The State flags in the ceremony were carried by the FFA Star State Farmers or their representatives from the 48 States, Hawaii and Puerto Rico. Approximately 12,500 people witnessed the Star Farmer ceremony.



The National FFA officers for 1956-57 posed for this picture immediately after their election at the 29th annual convention in Kansas City, October 18, 1956. They are, left to right: Seated—James Quincy, Gainesville, Florida, Vice President, Southern Region; John Haid, Jr., Siloam Springs, Arkansas, National President, and Jerry Ringo, Rothwell, Kentucky, Vice President, Central Region. Standing—Jerry Litten, Chillicothe, Missouri, Secretary; Rogeric "Pete" Kautson, Livingston, Montana, Vice President, Pacific Region, and Victor Cappucci, Mahopac, New York, Vice President, North Atlantic Region. The new officers will make a nation-wide public relations tour in February.



Mrs. Wesley H. Patrick, Ouitman, Georgia, attractive wife of the FFA Star Farmer of America for 1956, receives a lei from Mr. Riley Allen, Editor, Honolulu Star Bulletin, Honolulu, Hawaii, as Wesley observes. Mr. Allen personally covered the National FFA Convention for his newspaper and was one of the recipients of the Honorary American Farmer Degree.

